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ABSTRACT

In the Clinical Master Teacher (CMT) program of the University of Alabama's College of Education, CMTs are outstanding elementary, middle, and secondary school teachers elected to participate in an innovative teacher intern (student teacher) supervisory program. They are empowered to fulfill the traditional roles of both the campus-based college supervisor and the public school-based cooperating teacher. This added responsibility causes CMTs to grow professionally and take their relationship with the teacher intern more seriously. CMTs are appointed as adjunct faculty to the College of Education. CMTs are grouped in teams of four to six members and work cooperatively in supervising a group of teacher interns assigned to the entire team. Campus-based faculty work with the individual CMTs and the CMT teams in the supervision of the interns. This paper discusses the rationale for the CMT program, selection criteria for CMTs, selection and placement procedures for teacher interns, CMT training activities, CMT team meetings, team supervision techniques, role of the university-based CMT coordinators, evidence of the program's success, and future plans. Guidelines for establishing a CMT program conclude the paper. (JDD)

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EMPOWERING COOPERATING TEACHERS:

The University of Alabama

Clinical Master Teacher (CMT) Program

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Introduction

The purpose of this paper is to present a description of the University of Alabama Clinical Master Teacher (CMT) program. The CMT program has been in operation since the spring semester of 1991 and has undergone almost continuous revision and modification. This description will include information on program structure, function, rationale, and the selection and training of participants. Also, a discussion of future plans and suggested guidelines for implementing a CMT program will be presented.

Description of CMT Program and Participants

Clinical Master Teachers are outstanding elementary, middle and secondary school teachers selected to participate in an innovative teacher intern (student teacher) supervisory program. CMTs are unique because they are empowered to fulfill the traditional roles of both the campus-based college supervisor and the public school-based cooperating teacher. CMTs are grouped in teams consisting of four to six members. The CMTs work cooperatively in the supervision of a group of teacher interns assigned to the entire team. While each CMT has primary responsibility for one or two interns assigned to his/her classroom, all CMTs on the team may work with all teacher interns assigned to the team. Ideally, all CMT team members will have some contact with each intern through observation, critique of intern planning and classroom instruction, and other professional activities such as intern seminars.

CMTs are appointed as adjunct faculty to the College and are

considered school-based faculty. They are entitled to all the University benefits awarded to adjunct faculty. Faculty status carries both prestige and authority, and each CMT has a concrete professional connection to the College of Education and to the University. Each CMT is responsible for assigning the teacher internship grade for the particular interns assigned to his/her classroom. The fact that the CMT holds faculty status makes the grade assignment responsibility legal under University regulations and Alabama law. As adjunct faculty members, CMTs are appointed for a full academic year and must be reappointed for each succeeding year. Each CMT is paid $250.00 for supervising each full time intern.

The combination of full supervisory authority and adjunct faculty status recognizes the abilities of the CMTs and empowers them. CMTs have responded to the challenge. Empowerment has caused them to take their intern supervisory responsibilities very seriously. They also appear to express a more professional attitude demonstrated by greater efforts to improve their own teaching skills, attend professional conferences, accept leadership roles in their schools, and conduct in-service sessions on a variety of topics for other teachers.

Campus-based faculty assigned to the CMT program work with the individual CMTs and the CMT teams in the supervision of the interns. A campus-based faculty member assigned to work with the CMT program is called a CMT Coordinator. Under the old cooperating teacher/college supervisor model, a faculty member was assigned the responsibility of supervising approximately five

teacher interns and this supervisory load was equal to a three semester hour course (0.25 FTE). Under the CMT plan, the CMT coordinator does not supervise individual interns. Rather the CMT coordinator works with several CMT teams and with the individual CMTs on those teams. Normally a CMT coordinator will work with 20 to 30 CMTs for the equivalent teaching load of a three semester hour course.

Distinctions Between the CMT Program and Traditional Supervision

Under traditional methods of supervision, teacher interns are assigned to a cooperating teacher and a college supervisor. In a full semester placement, the cooperating teacher works with the intern on a daily basis, and the supervisor makes at least six observations of the intern. Ideally, the cooperating teacher and the supervisor jointly arrive at the grade assigned for the internship. Legally, the college supervisor is ultimately responsible for the internship grade. In most matters of intern supervision and grade assignment, our experience has shown that there is a tendency for cooperating teachers to defer to the college supervisor, even though the cooperating teacher sees the teacher intern much more frequently.

CMTs cannot defer to the college supervisor since there is none. Each CMT must fulfill both roles of campus-based and school-based supervisor. This added responsibility causes CMTs to grow professionally and take their relationship with the teacher intern more seriously. They are not without support, however. They have the other members of their team to help them, and, if needed, the CMT Coordinator may be called upon.

Rationale for the CMT Program

The CMT program is based on several beliefs and assumptions. Those beliefs and assumptions are as follows.

1. The CMTs, acting as individuals or as part of the team, can assume practically all of the duties of teacher intern supervision which were formally assigned to the cooperating teacher and the college supervisor. The role and function of the campus-based CMT Coordinator is one of trouble shooter and backup person. The CMT Coordinator is called upon by the CMT team only when the CMT team feels that outside assistance is necessary.
2. The traditional campus-based teacher intern supervisor who normally observes an intern only four to six times during the 15 week semester is unable to provide the type of continuous, constructive feedback needed by most interns. In addition, in many instances the college supervisor may not get to observe the "real world" of the intern because the intern and the cooperating teacher conspire to put on their best "dog and pony show" for the supervisor's benefit. It is our experience that this occurs because many cooperating teachers feel that they have failed if their intern does not perform well.
3. The person who spends the most time with the intern is in the best position to critique the intern's performance on a day in, day out basis and to evaluate the intern for purposes of assigning the internship course grade. That person is the classroom teacher.

4. A classroom teacher can effectively evaluate a teacher intern in a professional manner. An argument against cooperating teachers being solely responsible for evaluation has been that the cooperating teacher often forms too close a personal relationship with the teacher intern to be truly objective. In our experience with the CMT program, we have not found this to be true. CMTs readily develop the professional relationship with their intern which must exist if the CMT is to be a adequate supervisor of the internship. Further, the presence of the CMT team adds a perspective which allows the CMT to function at a more professional level than is normally possible in the traditional cooperating teacher - student teacher relationship.

5. In traditional methods of supervision, the cooperating teacher may need outside assistance in the supervisory process. This outside assistance has usually been provided by the college supervisor. In the case of the CMT program, the outside assistance is primarily provided by the team of CMTs in the school.

6. In the past, support for and validation of the cooperating teacher's work with the teacher intern has been provided by the college supervisor. In the CMT program, the support and validation functions are provided by the in-school CMT team. The action of supervising one's own intern and assisting with the supervision of interns assigned to other CMTs allows each CMT to view supervision from a new, broader perspective. The result is assumed to be a more rigorous

and thoughtful level of supervision on the part of all of the CMT team members.

7. If the CMT team and the individual CMTs are to function as envisioned, these teachers will need some special training for their expanded role. This training is provided at the beginning of the school year and is reinforced during the year through the actions of the campus-based CMT Coordinator.

8. The CMT and the CMT team can provide intern supervision which is equal to or superior to the supervision provided in the traditional triad. If this is true, using campus-based teacher education program faculty to supervise teacher interns is neither cost effective for the university nor a wise use of the campus-based faculty member's time.

9. Because campus-based CMT Coordinators devote their efforts toward working with the CMTs rather than individual interns, it is possible to focus on improving the supervisory skills of the CMTs. Over a number of semesters, this allows for the achievement of a cumulative improvement in the supervisory skills of both the individual CMTs and the CMT team. In traditional programs, college supervisors critiqued only the intern and worked with different cooperating teachers each semester. This provided no opportunity for longitudinal impact. By working with the same CMTs over many semesters, a true collegial working relationship can develop and true supervisory improvement can take place.

Appointment of Clinical Master Teachers

Selection criteria are designed to assure that CMTs are truly outstanding teachers. While the state of Alabama requires that all cooperating teachers for student teachers (teacher interns) have an M.A. degree and a minimum of three years teaching experience, CMTs must have an M.A. degree and a minimum of five years teaching experience. In addition, they must have prior successful experience supervising teacher interns. Their excellence as a teacher must be recognized by their principal, central office personnel of their school district and the faculty of the University of Alabama. They must also agree to fulfill the responsibilities of a CMT including participation in the training events held for CMTs.

CMT appointments are made on an annual basis by the Dean of the College of Education and are based on the successful completion of the appointment/reappointment process. Current CMTs and new applicants are required to complete an Annual Review document which includes recommendations from their principal and a college supervisor with whom they have worked. CMT applications are not considered from candidates who do not have these recommendations. A committee appointed by the College of Education Clinical Experiences Advisory Committee completes a preliminary review of candidates. This review is based on the applicant's Annual Review application, the various required recommendation letters, and past written evaluations of the candidate by teacher interns and college supervisors. These evaluations are kept on file in the Office of Clinical

Experiences. After this screening, remaining candidates are reviewed by staff at the central office of the school district and faculty of the Area of Teacher Education.

Appointment as a CMT results only if the applicant is positively reviewed by all parties. A letter of appointment from the Dean of the College of Education is sent to those who achieve CMT status. A letter is sent by the Director of the Office of Clinical Experiences to any applicants who are denied appointment.

This process is conducted early in the second semester of each school year. General announcements of the criteria for CMTs and of the application process are made to teachers in schools where the CMT program is in effect. All qualified teachers are encouraged to apply.

Appointment as a CMT does not commit the College to place a student teacher with the CMT every semester. Placements are determined by the needs of University students. However, every effort is made to assign each CMT an intern each semester.

Selection and Placement of Teacher Interns

While the CMTs are carefully screened and selected for participation in this program, teacher interns are randomly assigned between the CMT program and the traditional triad model. The Clinical Master Teachers are effective at both teaching and supervising teacher interns; thus they are well equipped to work with both outstanding teacher interns and those who may be weak in some areas.

All elementary and many secondary teacher interns have two

placements during the 15 week internship semester. If a teacher intern requiring two placements is selected to participate in the CMT program, every effort is made to place the intern with two CMTs. Starting out with a CMT and then moving into the traditional triad, or dealing with the reverse order in supervision, puts an extra burden on the teacher intern and on all of the people involved. When this situation is unavoidable due to a shortage of CMTs in a specific content area or at a certain grade level, the teacher interns report that they much prefer the CMT placement. The artificiality of having the university supervisor play a major role in the supervision and grading of the intern is often cited as the main reason why the teacher interns favor the CMT program to the traditional one.

CMT Training Program

Each spring, the CMTs are contacted to find out whether they want to be reappointed as a CMT and whether they would like to serve on the planning team for the Summer Institute. Based upon their responses, dates are set for a two day CMT training workshop which takes place in August. Based on these responses, a planning team is formed and meeting times in May and early June are set.

The Summer Workshop has evolved into a vehicle for the training of both new and experienced CMTs and an opportunity for renewed communication between campus-based faculty and administrators and the CMTs and their principals. Part of the training focuses on new developments in the College of Education and in the Office of Clinical Experiences, new university

policies, and general information about the CMT program. Another, more vital portion of this workshop is panel discussions led by experienced CMTs and team building activities for both new and old CMT teams. Veteran CMTs share information about the methods that have worked best for their teams. Some of the topics which have been addressed include ways of orienting the teacher interns to the school, supervision techniques, evaluation forms and formats, and various agenda items for teacher intern meeting. The two CMT Coordinators also present information about topics such as the clinical supervision model, observation techniques, methods of facilitating communication between the CMT and the teacher intern, and conflict resolution strategies.

The Summer Workshop is also an opportunity for the College to express its appreciation for the important work that the CMTs do and for campus-based faculty members and administrators to socialize with their school-based colleagues. The Dean of the College of Education, the Area Head for Teacher Education, and other administrators from both the college and the local schools attend, as do faculty members who teach methods courses. The faculty brief the CMTs on the types of training and experiences their teacher interns have had in the semesters prior to their teaching internship.

Teacher Intern Meetings

Elementary program Each team of elementary level CMTs has shaped a unique program of meetings for their team of teacher interns. Individuals on most teams of CMTs take turns leading biweekly teacher intern meetings. In one school, several days

before the intern meeting, the CMT in charge duplicates and distributes an article from an education journal, the newspaper, or a book. Before the meeting, each intern reads the article and writes an informal response/critique to it. These writings are the basis for a discussion of the issues raised in the article. Time is also spent at these sessions addressing the concerns and problems of the teacher interns. This type of communication takes place at almost every intern meeting in all of the participating schools. The teachers-in-training also share their triumphs -- great and small. Often the CMT who is facilitating the meeting leaves toward the end of the scheduled hour, so the teacher interns may discuss issues they are not likely to raise with the CMT present.

Another elementary school's team of CMTs plans mini-seminars for its group of teacher interns. CMTs take turns presenting information in their areas of expertise -- sharing teaching methods, proactive classroom management techniques, forms of assessment, and the like. Towards the end of the semester, the building principal leads a seminar on interviewing for a teaching position. All of the teacher interns in the building are invited to these sessions, not just the students who are assigned to Clinical Master Teachers.

Most CMT teams view the biweekly teacher intern meetings as an opportunity to facilitate communication between the team of teacher interns and the CMT team. The sessions deal with topics such as an orientation to the school, the paperwork that is a necessary part of the teaching internship, unit planning,

effective classroom management techniques, and constructive communication with the home. Also, teacher interns are free to bring their own topics and issues to the meetings.

Secondary program Like the CMT teams at the elementary level, the CMT teams in the secondary program have developed different methods of addressing the biweekly teacher intern sessions. Two of the CMT teams (one in a middle school, one in a high school) plan mini-seminars like those described in the elementary program. Topics are carefully selected according to areas of CMT expertise and teacher intern requests. Based on feedback from the interns, these meetings have been extremely effective. Further, CMTs have commented that they learned new techniques and ideas as well.

Other secondary school CMT teams hold biweekly meetings which are less formal. These sessions can be characterized as discussions led by one CMT. The topics focus on problems and victories in the classroom. These sessions have not received as much positive feedback from the interns as the mini-seminar. When it was suggested that one CMT team implement a mini-seminar format, the teachers on that team indicated that, in addition to their other responsibilities, they do not have time to conduct these meetings. Instead, the interns chose to meet informally off-campus to discuss their experiences.

Clinical Master Teacher Team Meetings

Each team of elementary/secondary CMTs develops a unique personality and way of working together. Some teams are very conscientious about meeting regularly, forwarding notes from each

meeting to the CMT Coordinator, and keeping the Office of Clinical Experiences staff informed.

Other teams do not meet on a regular, formal basis. They communicate with each other through notes, brief encounters in the library, hallway, and cafeteria, and, when necessary, more formal meetings with everyone present. While these CMT teams respond cooperatively to the CMT Coordinators and keep up with the normal program paperwork, they can not forward the minutes from their biweekly meetings because they don't always hold these meetings.

In our experience, it appears that the CMT program does not suffer in the schools with a looser, more informal style. Both the CMTs and the teacher interns seem satisfied with the system that is in place. Thus far, problems have not arisen with greater frequency at the "loosely coupled" schools.

Team Supervision Techniques

Elementary program When the design of the CMT program is compared to the reality of the CMT program, a mismatch is evident in the area of team supervision. The university faculty currently working with the CMT program and the originators of the CMT program envisioned one of the key strengths of this model of supervision to be that several master teachers would have the opportunity to observe each teacher intern teaching. Thus, each teacher intern would benefit from the feedback that several sets of eyes and ears and many different perspectives could provide. Yet, some CMTs rarely venture out of their classrooms to observe another teacher intern. They spend their time very closely

supervising the teacher intern who is assigned to their room. This may be due to the fact that an intern remains with the CMT only seven full weeks. At midterm, a new intern will arrive and the process will start anew. However, the teacher interns do observe in each other's classrooms, especially just before the midterm classroom swap, so they can get a feel for their next assigned classroom.

Those CMTs who don't regularly supervise each other's interns claim they are just too busy working with their elementary students and their teacher intern. If a CMT does observe in a colleague's room, it is usually at his or her invitation because the teacher intern is struggling and the CMT needs someone else's insight into how to help the intern improve.

Secondary program With one exception, the secondary program has experienced the same failure of many members of the CMT team to observe all of the interns assigned to the team. That exception is a CMT team at a middle school that employs a school-wide team approach to instruction and planning. Teachers at this school work collaboratively in a number of areas (e.g., teaching thematic units, student management). As a result, the team approach to supervision was easily implemented at this school.

Other secondary schools have had problems achieving the desired level of CMT team supervision. In secondary schools, the rigid 50-60 minute period as well as the other duties (e.g., extracurricular) make meeting and collaborating with other CMTs difficult.

Another possible reason for the failure of these CMTs to

work as teams is the culture of most secondary schools. Secondary schools are usually divided into departments according to academic disciplines. This conflicts with the current CMT selection process in which CMT teams are structured with no consideration of academic subject field. Some CMTs feel unqualified to evaluate interns in a different subject field. On the other hand, interns report gaining new ideas, methods, and techniques when permitted to observe and be observed by CMTs in other content areas.

Role of the CMT Coordinators

The CMT Coordinators act as liaisons between the CMTs and the College of Education faculty and staff. They fulfill this same role for teacher interns and the building principals. This role is accomplished by regular and frequent visits to each school.

The CMT Coordinators also meet regularly with Clinical Master Teacher teams and teacher intern teams to provide support. The CMT Coordinators attend meetings of both groups and respond to requests for assistance. For example, the Coordinators might lead a seminar with the teacher interns on a requested topic or they might provide in-depth information on specific aspects of the supervisory role to a team of CMTs.

The Coordinators also act as sounding boards for both the CMTs and the teacher interns. When communications temporarily break down or teacher interns need advice on how to approach a problem, the Coordinators lend support to both CMTs and teacher interns.

Measures of Success of the CMT Program

There is considerable anecdotal evidence that the CMT Program is achieving many of its objectives. At each school where the CMT program is in operation, principals have commented that the teachers involved have grown professionally. The CMTs seem more willing to take on other responsibilities within the school, to be reading more professional literature, and to take greater pride in the overall quality of their teaching. One high school principal, who was investigating establishing CMT teams at her school, visited and interviewed several teams of CMTs located in nearby schools. This principal was very impressed by the enthusiasm and professionalism of the teachers who were active CMTs. She was so impressed that she requested a CMT team at her school the next year.

The CMTs also express approval of the program. They see the absence of the supervisor as an advantage. Both the CMTs and the teacher interns are not torn between what they want to do and what the campus-based supervisor wants. Most also mention their raised status among fellow teachers as a positive attribute and an inducement for them to do a still better job. Several have expressed their new sense of professionalism by commenting that the standards for appointment to CMT status need to be increased to be sure only the best become CMTs.

At the end of each semester, the Office of Clinical Experiences administers various surveys to the groups of participants in the internship. Normally, interns, regular cooperating teachers, college supervisors, CMTs, and CMT

coordinators are asked to provide feedback and suggestions regarding their experiences during the internship semester. In these surveys, CMTs list the following as the most positive aspects of the program:

* CMT teams function as a support group and thus help to reduce teacher isolation;
* the CMT program causes closer communication between CMTs and interns due to daily contact and feedback;
* The status of CMTs is elevated and they feel more like peers of the campus-based faculty;
* This empowerment produces professional growth and even stronger teaching and supervision by the CMTs.

Students placed with CMTs expressed approval of the supervision and guidance they received from the CMT. On one survey, over 90 per cent expressed satisfaction. A small number of elementary interns, with two intern assignments in the semester, were placed with both a CMT and a cooperating teacher, each for half of the semester. When surveyed, these students commented that they did not miss not having a supervisor and they appreciated the lack of stress caused by the visit of the university supervisor. They also commented that they felt the university supervisor was distant and not helpful in improving their teaching skills. One commented that the supervisor "did nothing but bring confusion" to her internship. Two students, however, welcomed the involvement of their supervisor. These students appear to have had conflicts with the CMT and felt they had no one to turn to for help.

Additional research findings are pending analysis. They address these research questions:

* What are the strengths and weaknesses of the CMT Program compared to traditional supervision?
* How effective is the supervision provided by CMTs compared to the supervision provided by a cooperating teacher and a supervisor?
* What are the features of a successful CMT Program?
* What are the characteristics of a successful CMT?

Future Plans for the CMT Program

The CMT Program is still a new and emerging program. It is under constant review and revision. During school year 1993-1994, a conscious decision was made to limit expansion of the program and to gather evidence about its strengths and weaknesses. The University of Alabama is committed to quality supervision of its interns and to experimenting with ways to make its clinical experiences more powerful and effective. To the extent the CMT Program proves effective, it will be continued and expanded. If it proves to not be as effective as believed, it will be replaced.

In the future, it is expected that there will be two types of intern supervision at the University of Alabama. One will be the traditional triad of intern, cooperating teacher and university supervisor. The other will be supervision by a Clinical Master Teacher. It is not expected that the CMTs will completely replace other forms of supervision. Unfortunately, the number of teachers that meet the stringent criteria required

for appointment as a CMT will probably always be smaller in number than the number of interns needing placements. Further, appointment as a CMT requires five years experience and three semesters of successful supervision with a university supervisor. Thus, for the foreseeable future both cooperating teachers and CMTs will be involved with the internship program.

One final note about the future. Many CMTs have commented that they have been so empowered and renewed by the CMT program that they would not want to go back to the traditional supervisory triad. Should the CMT Program be eliminated, a major public relations effort may be needed to maintain a good working relationship with former CMTs and other cooperating teachers so they will continue to accept interns. Further experimentation with alternatives to the traditional supervisory triad may be required.

Guidelines for Establishing a CMT Program

Our experiences with the University of Alabama CMT program indicate that there are several areas of policy and/or procedure which any teacher education program should consider before attempting to put their own version of a CMT program into operation. The following guidelines are intended to describe broad areas of concern which should be addressed. This list is not intended to be all inclusive. Local teacher education program and public school relationships, state teacher certification requirements, etc. will have to be considered by any institution considering the CMT model. The suggested guidelines are as follows.

Job Description for CMTs and CMT Teams

The teacher education program should describe the duties and responsibilities of classroom teachers both as individuals and as members of a team. This "job description" can be used to define the parameters of intern supervisory tasks as classroom teachers make the transition from the familiar role of cooperating teacher to the less familiar role of CMT.

Teacher Education Program Coordination and Control

The levels and types of involvement of campus-based teacher education program faculty and administrators with the CMT program should be determined and stated in the form of program policy. Will CMT teams be allowed to operate completely independently from each other and from the campus-based faculty? Will campus-based faculty provide some level of coordination and/or support for both individual CMTs and CMT teams? Will campus-based faculty be involved in any way with teacher interns during the period of the internship or will the interns be strictly in the hands of the CMTs? These questions are examples of the types of policy which should be developed and communicated to all program participants.

Criteria for the Appointment/Reappointment of CMTs

The teacher education program should establish a set of procedures for the initial appointment of CMTs and for the subsequent reappointment of those CMTs. Policy and procedure should be created for how to apply, who will review the applications, what criteria will be used for selection, and related issues. Another important question in this area is, if

the teacher education program is going to experiment with the CMT program in a limited number of schools, what procedures will be followed in the selection of those schools?

CMT Faculty Status and Legal Concerns

If the CMT is responsible for the supervision of the internship and the awarding of the grade, the teacher education institution must create and administer the program in a manner that legally gives the CMT these responsibilities. The procedure for doing this may vary from state to state. Other than legal status, the CMT program should be structured to provide professional status for the CMT. Such status can be provided by recognition as an adjunct faculty member, special training in the CMT role, additional financial compensation, and/or other means which distinguish and elevate the CMT position as one of field-based teacher educator.

Training Program for CMTs

The teacher education program should plan some type of training program for CMTs. Initially, this will be a straightforward process because the teachers will have little experience with the CMT concept. Two or three years into a CMT program, the task becomes more complex because the educational needs of experienced and inexperienced CMTs will be different. The parameters of a training program will vary depending on teacher supervisory background, school setting, and a variety of similar factors. Two elements of training should not be overlooked. First, CMTs will need help with the variety of teacher internship paperwork required by the teacher education

institution for the internship grade, graduation, and teacher certification. Second, CMTs will need education in their role as an individual CMT who is responsible for one intern and as a member of the CMT team which is cooperatively responsible for the supervision of the group of interns assigned to the team.

CMT Program Evaluation Methodology/Procedures

Our experience with the CMT program at The University of Alabama has been that the program has changed each year. Part of this change is due to what we learn from experience with the program, part is due to results gleaned from the periodic questionnaires we administer to CMTs, principals, and interns, and part is due to the analysis of the program which comes from defining and describing the program in publications such as this. Any teacher education program considering instituting a form of the CMT program is encouraged to examine and establish evaluation methods and procedures. A critical issue to consider is the inevitable comparison between the quality and costs of the CMT program as compared to the traditional teacher internship triad. It may be that both models can flourish side by side and contribute substantially to the professional growth of teacher interns and school-based faculty.